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The author has produced a simple and concrete description of the structure of the modern business world. In doing this he has made slight use of technical nomenclature. His work is inductive rather than deductive. The principles of the science of economics are permitted to clarify themselves through description of the industrial process. Such a treatment makes the book a valuable adjunct to courses in vocational guidance and current problems.

HANUS, PAUL H., AND OTHERS. *The Teaching of Economics in Harvard University*. A Report presented by the Division of Education at the request of the Department of Economics. Cambridge: Harvard University Press, 1917. Pp. xiii+238.

For one department in a university to be surveyed by another department in the same university is by no means a common occurrence. To the writer's knowledge, there has been in the history of university instruction but one such case. A few years ago at its own request the department of economics in Harvard University was elaborately surveyed by the division of education. The results of this survey have been given to the public under the foregoing title. The work certainly marks an important milestone in the history of university teaching.

The enumeration of the chapter titles which follows will give the reader an idea of the scope of the survey: "The Inspection as a Whole," "Aims in the Teaching of Economics," "Quantitative Studies from Students' Records," "Minor Studies and Proposals for Experiment," "The Questionnaires," "Method," "Marking," "Summary of Conclusions and Recommendations." Some interesting material is also included under the term "Supplements."

The limits of this review do not permit of an exposition of the contents of the foregoing chapters. It should be said, however, that the report contains at least one chapter which deserves much consideration from all college and university instructors and one chapter which deserves special consideration from teachers of economics. These chapters are the one on "Method" and the one on "The Questionnaires." The former contains a list of factors in college teaching, and the latter reports what 164 professional men, 102 business men, 9 agriculturists, 8 journalists, and 42 individuals in various other occupations think of the value of their courses in economics which they took in Harvard during their undergraduate days. These replies should be of great service to departments of economics in all colleges and universities.

The report is thoroughly scientific and will be of great value to individuals conducting similar subsequent surveys.

INGLIS, ALEXANDER. *Principles of Secondary Education*. Boston: Houghton Mifflin Co., 1918. Pp. xvi+741. \$2.75.

Professor Inglis in his Preface points out that there are two methods by which a book on the *Principles of Secondary Education* can be constructed. These two methods are: the collaboration of a number of specialists in the construction of the book and the writing of the entire work by a single individual. Examples of books produced by the first method are Johnson's *The Modern*

High School and Monroe's *The Principles of Secondary Education*. Professor Inglis' book is the only worthy example of the latter method.

The volume under review is divided into three parts. Part I is devoted to a discussion of the raw material with which secondary education deals. It is made up of chapters on the physical and mental traits and individual differences of the secondary-school pupil, and the character and classification of the secondary-school population. Part II considers the character, place, and function of the secondary school as a social institution. It contains chapters on the development of secondary education in America and other countries and the relation of secondary education to elementary and higher education as well as two chapters on social principles determining secondary education and the aims and functions thereof. Part III is given over to a consideration of the means and material wherewith the aims of secondary education can be achieved. It is made up of chapters on the place of English, foreign languages, mathematics, natural sciences, social sciences, practical and vocational arts, aesthetic arts, and physical education in secondary education. It concludes with two chapters on the organization of secondary schools.

The book is not a collection of personal opinions, as is Snedden's *Problems of Secondary Education*, for which reason it is much more valuable and scientific than Snedden's book. In place of personal opinions the author supports his important statements, especially on disputed points, by reference to the opinions of specialists and to the result of impersonal investigations; by presenting the findings of specialists and limiting his personal judgment to their evaluation in synthesis; and by securing the direct criticism of specialists in the preparation of his book. In general, the author presents much of his material in the form of tables, graphs, and diagrams and is content with drawing conclusions therefrom.

The book will certainly find a place as a text in schools where a course in the principles of secondary education is taught. Besides the material given in the body of the work, at the end of each chapter one finds a number of problems for further consideration and a lengthy list of selected references. These two features make the volume much more useful as a basis for class discussions. If a teacher is seeking a text for a course in the principles of secondary education, it will be well for him to examine Professor Inglis' volume before making a final selection, for in the writer's judgment it is the most scientific work on secondary education that has appeared in recent years.

WOODLEY, O. I., AND M. VIRGINIA. *The Profession of Teaching*. Boston: Houghton Mifflin Co., 1917. Pp. ix+325.

One has only to glance through the chapter headings of this book to see that it is not a discussion of *The Profession of Teaching*. To justify this statement the writer presents herewith the titles of the fifteen chapters: "Profession Defined," "School Ethics," "The Ultimate Aim of Education," "Happiness as Related to Education," "The Social Function of the School," "The Relation of the School to the State," "The Learning Process," "Correct Concepts